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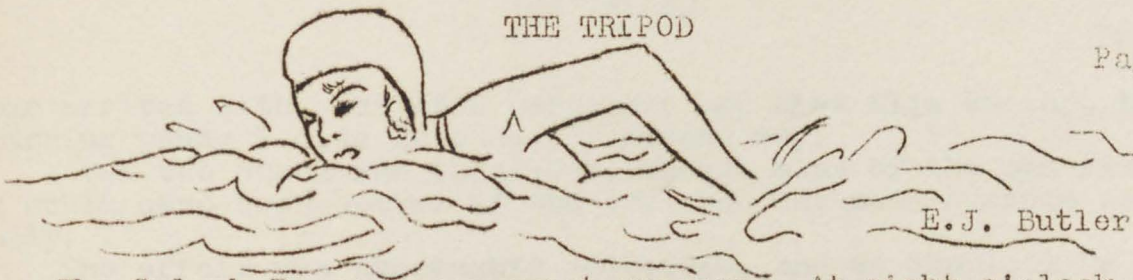
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E.J. Butler

The Splash-Dance was a great success. At eight o'clock the swim period began officially and it wasn't long before the boys coaxed their fair maidens into the water. Lou Miller's lovely friend was rather reluctant at first, but Lou is the helpful type. The little girl was a good swimmer, though, and after she came up, she put on her bathing cap while treading water. The festivities really began when Messrs. Copeland and Jessie hauled out the rope and life preserver and began towing the students through the water. At this point George Linardos and Jim Houghkirk began a discussion concerning the best way to do the racing dive. Each gave numerous exhibitions. George is of the school that teaches the free styler to cup himself slightly before hitting the water, while Jim represents the advocates of the arched back technique. Each found fault with his opponents theory, but both looked like champions as they skimmed over the water- especially to the ladies. One of the girls exclaimed, "Oooh! Jimmie, that must hurt!" "Not a damn!!" championed Jim (who was taught the racing dive by the man who coached Alan Ford) and proceeded once more to extend himself. The diving board was highlighted by Dr. Copeland's jack-knife, and Doug Carter's front flip which he had perfected after only a week of practice. Bob Wier's back flip made many a feminine heart flutter, especially since his chin grazed the board on many occasions. The boys remarked about the unusual amount of underwater swimming done by George Mansfield and company. (Editors note: I guess everyone reads the Jantzen billboard ads.) The brave boys who dove from the high platform shouldn't be passed without recognition, but the Associated Press reports that Miss Mary-Lou Miller was the first lady to summon the courage for the long plunge. It seemed as if the merriment was at its peak when the lights were dimmed and the little group adjourned to the Ogilby House for the dance.

But that was when the merriment really began. Although Walt Delma and many others seemed to get lost in the long trip across the campus, it wasn't long before all the young men and women were jumping to the hot platters. The men (and women) were all grateful to the dance committee for the sound judgement shown in their handling of the lighting effects. Those who grew tired of dancing rested in the numerous plush chairs that were borrowed from the Frat houses. Don McTelvie drew a unanimous vote as "Mr. 'Rester' 1945" from his calous classmates who sincerely wished they could induce their women into taking similar moments of "relaxation". The ingenious Shelly Mitchell (pre-divinity) solved the "problem" in a unique manner by taking many of the more ingenious women on a tour of inspection through the Chapel. "The beauty of these stained glass windows is something many men don't appreciate," Shelly would say, as he led his current companion down to the crypt. The evening was complete when "Smiler" Tim Strongin and Mac of the Tripod

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fame arrived with Miss Jane Carpenter and Miss Ella Deming, two charming young ladies from West Hartford way.

Even the punch was excellent, though many of the men insisted it would have been better if the bowl had not been guarded so carefully.

The affair was thoroughly enjoyable, and we should like to express our thanks to the faculty members who sponsored it, the students who planned it, and to Dr. and Mrs. Copeland, Mr. and Mrs. Jesse, Prof. and Mrs. Burger, who were generous enough to give up their evening to act as chaperons.

Trinity Plans for the Future

L.H. Feldman

In April of last year, there appeared an ambitious report by the Committee on the B.A. Degree at Trinity. Appointed by the late President Ogilby, in 1938, the group, consisting of Professors Means (Philosophy), Myers (Linguistics), Notopoulos (Classics), and Allen (English), published this comprehensive report, which suggests many innovations at the college.

The Committee had, as early as 1940, three years before Harvard began its study, reached the conclusion that education for democracy must have two main motives: to train the man in a particular field so as to take his place in an ever more complex and specialized world, but no less to impart to all the wisdom of the ages. In a report adopted by the faculty some five years ago, the Committee was one of the leaders throughout the country in the reorganization of B.A. curricula. The present report is a re-examination of the recommendations adopted then, together with a statement of the basic motives underlying the Committee's thinking on the whole problem of

"liberal" education.

While the discussion of the aims and methods of liberal education is most revealing and of the utmost importance, yet to the academic student the recommendations of the Committee, both in regard to requirements for graduation and general administration of the curriculum, are of greater interest.

A glance at the college will show how complicated are the requirements for the B.A. Degree at present. In an endeavor to simplify them, the Committee recommends the following:

1. Completion of Greek 1 or Latin 1; or Linguistics 1 and "The Classical Humanities" (a new course to carry six semester hours credit and to be taught by several departments), and French 3 or German 3. It is suggested that elementary language courses should meet five times each week.
2. One course in philosophy or religion. It is hoped that a single basic course in philosophy can be evolved to replace this requirement as

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stated.

3. One course in music, fine arts, or English composition.

4. English A (composition and reading) and one course in literature. It is suggested that English 14 ("The Classics of the World's Literature") should be a continuation of the course in "The Classical Humanities", beginning with Dante.

5. History 1 (medieval and modern European history) and one course in economics or political science. A course in "the development of Western institutions---social, political, and economic---and of cultural ideas" is recommended, to work through interdepartmental machinery and eventually replace the present social studies requirement. (A course presenting some of these problems, is to be offered in the fall by Professor Costello.)

6. One course in mathematics and one course in biology, chemistry, or physics. The Committee urges the establishment of elementary courses for non-scientific students.

Other suggested innovations in the curriculum are "a course which will relate the history of great scientific ideas to the philosophy of science"; the development of an introductory course in ethics; and courses in "The Hebrew Sources of Christianity" and "Beginning of Christianity".

The Trinity report recommends the continuance, with certain modifications, of the present separation of the B.A. curriculum into the General Majors, and Honors Divisions. The General Divisions is for men whose Major cuts across departmental lines. The extended use of this division in handling the problems of war veterans is suggested.

The Division with Majors, for the average student, is to undergo several major modifications: the

establishment of three Comprehensive Examinations in the Senior Year in work connected with the Student's Major; the writing of a Senior Thesis, to take the place of two ordinary semester courses.

Decrying "the concept of a liberal education as a haphazard collection of isolated courses given by isolationist departments", the Committee urges, in the Honors Division especially, close cooperation among the various departments. Honors candidates are to take eight one-semester seminars, with the privilege of substituting a Senior Thesis for one and advanced courses for others. All these seminars and courses are to be related so that the student will receive a well-rounded outlook on the great problems of man's common heritage.

B.A. requirements for Honors candidates are reduced, so that they may derive more profit from advanced courses and seminars.

There are to be: "one laboratory science; one course in mathematics; History 1; English A; French 2 or German 2; and the course in the Classical Humanities." In all cases, an honors student will not receive grades or credits for seminars; but his work will be judged solely by outside examiners at the end of the Senior Year. Some of these recommendations are based on actual experience with the Honors system before the war.

The Committee makes it clear that its recommendations are not definite but only suggestive, and that the important thing is to have these problems constantly considered. The problem, as they see it, is to share with all the Trinity students the common "core" of the past, while granting to exceptional students the special attention that will guide them furthest in their college stay and make them more useful citizens in our democracy.

HARVARD SEEKS TO EDUCATE

L.H. Feldman

In 1943, feeling that a re-evaluation of our entire American educational system was imperative, President James B. Conant of Harvard appointed a committee of twelve to make a thorough study of the aims and methods of education both in secondary school and college. At a cost of \$60,000, the group, headed by Dr. Paul H. Buck, Dean of the Faculty of Arts and Sciences, exempt from all teaching burdens, worked intensively at their task, inviting leading intellectuals to discuss with them the momentous problems of education in a democracy. The result, a 267-page volume entitled "General Education in a Free Society", appeared last August 1.

Many other colleges, it should be remembered, were simultaneously working at the same problem. Indeed Yale's findings appeared soon afterwards. Trinity's report of the Committee on the B.A. Degree (discussed elsewhere in this issue), appearing in April, 1944, had, as a matter of fact, anticipated Harvard's findings in many respects.

As soon as it appeared, Harvard's report was immediately hailed in most quarters as the most significant study of its type. If the recommendations are adopted by Harvard's faculty this fall, as is likely in view of the tremendous enthusiasm that greeted the announcement of the report, Harvard will have instituted the most significant changes in its curriculum since President Eliot introduced the free elective system about sixty years ago. This system continued in operation until President A. Lawrence Lowell introduced the "field of concentration" system thirty years later, requiring students to take courses in certain departments, but not specifying any particular course.

When the Harvard committee was constituted two years ago, it was reminded that since more than three-fourths of the graduates of secondary schools do not ordinarily pursue their education further, a study of the high school curriculum was even more important than the college. Carrying out the suggestion to the letter, three-fourths of the report is concerned with secondary school education and contains a powerful indictment of a system that aims almost entirely at "specialized training", instead of imparting to its youth the great heritage of the past and the common knowledge of the present. The committee recommends that at least eight of the sixteen courses needed for graduation should be required, with the following distribution: three in English, three in mathematics and science, and two in social studies. Further, it urges that for the three-fourth not going to college, three additional courses should be required in the "core" curriculum. The Harvard report insists upon the study of modern civilization and American history in high school.

In regards to Harvard itself, the report recommends that six of the sixteen courses for the Bachelor's degree in general education should be compulsory. These are to be in three fields--the humanities, the social sciences, and the natural sciences. A new course in "Great Texts of Literature" is recommended. One remarkable omission is to be noted in the report. Languages, ancient or modern, while recommended for secondary schools, are not to be required either in high school or college.

The underlying spirit of the report appears to be that democracy, to be workable, must maintain a citizenry that possess a common basic knowledge of our common heritage. There is no (con't on next page)

conflict between "general education in a free society" and specialized education, for it should be the purpose of our educational system to train the individual in some particular craft or vocation as well as "in the general art of the-free man and the citizen."

Flying the "Hump"

J. T. Lim

As I boarded the C-47 transport at Kunming, China, I did not realize that a six hour airplane ride could be so full of excitement.

At first I thought the trip was going to be one of monotony for we flew for two straight hours over the eight thousand foot mountains of South Western China. My complacent mood was rudely interrupted as I felt the twin engine plane straining to rise over the oncoming mountains. As I glanced ahead, the ever growing mountain ranges seemed to rush at the plane. It was then that I realized that, high as we seemed to be, we were actually flying in a valley with jagged cliffs of the gigantic mountains flashing by us. Just then the co-pilot who was taking a rest nudged me and yelled above the roar of the motors, "Nice to be flying in this weather. During the Pea-soup season your blind as a bat and you fly entirely by instruments, if you figure wrong, well..." and he pointed down. As he pointed I instinctively looked down and saw the sparkling snow-caps on the mountains and further down in the valleys I saw the green mountainous death traps which I knew to be uninhabited. At this point I noticed that most of the passengers without oxygen masks were sound asleep. This gave me the first indication of our altitude. Upon looking out of the window I noticed that ice was forming on the leading edge of the wings, which indicated that we were flying at about twenty-two thousand feet. This ice was the most dreaded hazard of the pilots over the "Hump"; for as this icing of the plane continued the pilots are forced to fly lower and lower thus risk hitting one of the hundreds of peaks jutting out at this altitude. The co-pilot pointed out some of the more famous ones. These masses of rock covered by a blanket of snow gave me an awful feeling of being trapped. Suddenly the plane hit an air pocket and dropped about two hundred feet. My heart seemed to stop for a moment because we were rapidly nearing Fox's Pass, which is a pass at about twenty-two thousand three hundred feet, immortalized by Capt. Fox who crashed while blazing the aerial trail through this pass. As our plane, with a surge of power, roared through the pass into the jungle covered valley of Assam, India, I breathed a sigh of relief.

On the Lighter Side

Why are the things we want most
 The ones we never get,
 And that which we say we'll always remember
 Is what we always forget ?
 If life always picks this peculiar way
 To give us our heart's desire,
 Here's some of the things she'll require of you
 Before these requests you'll acquire.
 When our mid-terms finally come around
 And we vision a ninety or so,
 We'd have to wish for a very low mark
 Or we'd get sixty or below.
 And when that vacation you've planned comes around
 With visions of two weeks in Maine,
 You could count on a very miserable time,
 Unless you prayed for rain.
 And all our dreams of good health, and such
 Would certainly be in vain
 If we did not first imagine ourselves
 Stricken all over with pain.
 And that girl who is the subject of your every dream
 The one who's the light of your life,
 Couldn't possibly hope of having a chance
 Of ever becoming your wife.
 Unless you wished that you hated her
 And hoped that she'd stay away.
 Then you could be sure she'd come to you,
 And she would be there to stay.
 So, if you don't always get what you want,
 And your morale hits an all time low,
 I guarantee a hundred percent change
 If you follow the directions below.
 Just bring about a sudden change
 In the way you usually think,
 And see if this doesn't change your life
 From the darkest blue to the rosiest pink.

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KNOW HIM ?

Man, proud man,
 Drest in a little brief authority,
 Most ignorant of what he's most assured,
 His glassy essence, like an angry ape,
 Plays such fantastic tricks before heaven
 As make the angels weep.

----- Shakespeare

Universal Military Conscription

R.J. Morris

Aggressor nations have learned in two wars that the United States is the nation they have to lick. Twice within a generation we have been able to crush the aggressors. Twice they have given us time to build, train, and equip a fighting force better than any. If democracy doesn't learn by its errors, we know that the aggressors do. For us there will be no third time. Time we will not have. If the peace machinery fails and a new war engulfs the world, we will be the first to be attacked. The aggressors have learned. The question is, can we?

Peacetime universal military training in this country is an innovation. We have no traditions or past performances to be tied to. We can make of it what we want. There can be no doubt that what we want is the security of a permanent peace.

Commander Stassen, Republican of Minnesota, has given us a statement we can all do well to remember. It goes hand in hand with "the best defense is a good offense." Here is Commander Stassen's statement: "We ourselves should remain strong..... We should make it plain that much as we want peace we will fight again and will fight anyone who basically violates world justice...This position, I am convinced, is more likely to maintain peace than an announced policy of making ourselves weak and of not fighting even though provoked."

World security will not suffer by our action. We are not admitt-

E.J. Butler

"All the nations of the world, for realistic as well as spiritual reasons, must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea, or air armaments continue to be employed..." These are the words of the Atlantic Charter. That is the heart of the principles to which the United States, Great Britain, and the Soviet Republics have subscribed.

We have won this war. Italy, Germany, and Japan have been crushed by a world that believes in universal democracy rather than nationalistic militarism.

Universal military conscription in the United States is not only contrary to our democratic way of life, but it contradicts our own policy, and that of the world democracies, the fundamental policy for insuring permanent peace.

Our nation has emerged from this war with the most powerful military force in the history of the world. Our neighbors on this globe recognize this. How hollow sounds the cry of "national security," on the eardrums of these smaller nations, when we offer it as a reason for universal military conscription! If we need a civilian population of military reserves to protect ourselves from future aggression, certainly Poland, Turkey, Brazil, Thailand, and all the others will feel a similar need for "national security." If Russia has forty destroyers in the Black Sea, Turkey is perfectly within her rights as a sovereign

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ing the failure of the world security organization set up at San Francisco by having universal military training. It would be pure folly to depend on only one method to keep secure our inherited freedom. No good businessman lets the success of his business depend on one account. World peace is the world's biggest business. We must have more than one way of guaranteeing it. Conscription alone prevented no wars. No one, however, contemplates conscription alone. It must be linked to a general system of collective security such as planned at San Francisco.

MILITARY STRENGTH - FOR DEFENSE

Some words draw mental pictures that have no right being drawn if we stop to think about the word. Conscription is one of these words. It draws the picture of vast hordes of soldiers dictating the political, economic, and social life of a nation. It brings out all the sights of a militaristic nation. Granted that would not be democracy. But why should the word conscription draw these pictures? We have the example of the world's most democratic country having had a conscription system for many years. Certainly peacetime conscription hasn't injured or impeded the operation of democracy in Switzerland. The Swiss system of peacetime conscription is in direct contrast to military ambitions. It has been of defensive strength to the Swiss. That is what we want of our peacetime universal military training.

Modern war needs trained men. Opponents of the universal military training plan are happy to forget this. In fact, they foster every attempt to obscure this vital point. Those who have been responsible for fighting this war

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state, in embarking on a ship-building program to increase her war machine correspondingly. To have national security in the sense desired by Turkey, Russia, United States, or any nation, one must have a fighting force superior to any of the other nations of the world. Must we continue this senseless competition to gain advantage in military power? Must we, once again, turn our world into an armed camp, on the weakness of traditional human error?

GREAT DEMOCRACIES MUST SET EXAMPLE

We must disavow any policy which will result in the necessity for universal militarism. There is no necessity except as we cause it. Prime Minister Winston Churchill said in a speech before Commons on December 8 of last year: "We are told to seek to disarm the friends of democracy." The cause of universal democracy and freedom is lost in the employment of nationalistic militarism.

Let's not dodge the issue: Those who favor universal military conscription in the United States fear aggression from Soviet Russia. No other nation in the world is in a position to threaten our national security. No one ever doubts the good intentions of Great Britain. But even if this peace loving democracy were to attempt military aggression against our nation, they would have no chance of winning (unless we gave them lend-lease!) The Russo-American political relations are traditionally friendly. The Soviets have long favored complete disarmament. Their proposals, in this respect, have been denied repeatedly by the Disarmament Conference, even upon modifica-

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realize that. Navy Secretary Forrestal's statement echos this very dread realization of the armed forces. "For my part I hope," Mr. Forrestal has said, "that the discussion of universal military training will keep focused on the fact weapons of modern warfare can be operated only by trained men. A novice is helpless and vulnerable War can come overnight. But we cannot train an aerial gunner overnight. Only a skilled, trained radar man can operate radar."

TRAINED MEN KNOW FAMILY OF WEAPONS

With the same speed that war comes, weapons, likewise, are obsolete. However, basic training teaches men the family of weapons, not a single weapon. Once trained new weapons fall in logical line to the soldier from the past weapons with which he has been familiarized.

Something we should all get firmly in our minds is that universal military training is not to be established for what the trainee can personally get out of it. It is not to be established to make the youth of America healthy. If by 18 they aren't healthy, they never will be. It is not to be established so American youth can learn useful occupations. There is no substitute for education. It is not to be established to teach democracy. That would hardly be possible in the armed forces, the most undemocratic group in democracy. Everyone must get it out of his mind that he is going to get something from universal military training. Personally he won't receive a thing.

Then for what is universal military training being established? Universal military training is advocated for the defense of your

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tion. This is a matter of great historical significance. The following quotation is from the Congressional Records of the United States Senate, dated January 15, 1945: "From 1921 to 1927 the Russian Government carried on a vigorous 'disarmament offensive.' On November 30, 1927, at the fourth session of the Preparatory Commission of the Disarmament Conference, Maxim Litvinov read the declaration of Russia's proposals which laid down the principle and 'a plan of general and complete disarmament.' The plan included 'the complete abolition of all armed forces on land, on the sea, and in the air.' It proposed the following: 'Dismissal of all armed men, destruction of all means of combat, scrapping of all warships and military planes, prohibition of military instructions, abolition of military service, the dismantling of fortresses, demolition of factories for the supply of equipment, the suppression of military budgets, war ministries, the prohibition of military propaganda and giving patents for means of destruction.'"

INTERNATIONAL SECURITY

In this conflict, men have developed methods of killing their fellow men, unapproached even by the imagination of the most fanciful military minds of a few years ago. If the world were to experience another global war, the combination of the V-2 weapon and the atomic bomb would make the destruction of entire civilizations a very real thing. The world is determined to eliminate war. The governments of the Big 5 have all ratified the United Nations Charter for World Security. Everyone is likewise familiar with the methods through which the Security Council will settle international differences through dem-

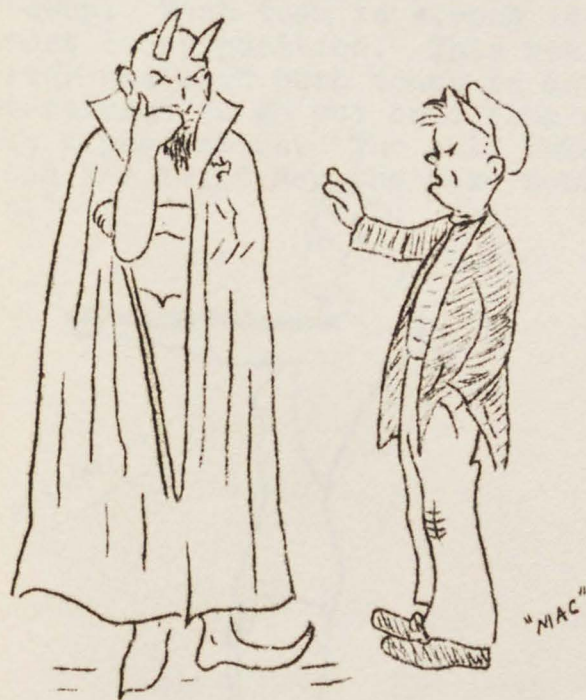
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country. It is advocated so that everyone can do his share to keep American freedom. It is advocated to meet every possible eventuality. In 1783 George Washington laid the basis for universal military training. He wrote, "It may be laid down as a primary position, and the basis of our system, that every citizen who enjoys the protection of a free government, owes not only a portion of his property, but even of his personal services to the defense of it."

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ocratic measures of medication. Everyone is likewise familiar with the purpose of the international army: to enforce international law as police enforce civil law. The ranks of this international army will be filled by all the nations of the world. The individual nation may meet its quota by voluntary enlistment or by the methods of selective service. The plan meets with universal approval because it is a unified effort in a common cause.

Nationalistic armies in the individual world states are not only unnecessary; they destroy the effectiveness of the international force. We dare not risk an international return to nationalism. We dare not light the fuse to universal militarism by conscripting men into the armed services of the United States. International security is the root of national security. Experience has taught us that we cannot be satisfied with national defense while freedom is threatened in any part of our globe. The secret of national defense is no secret. It is the sound policy of international prevention.

THE FORGOTTEN PHRASE

How many of those who favor universal military conscription remember the Fourth Freedom? How many know what it means? Our late President Roosevelt defined this term in his annual message to Congress: "The fourth freedom is freedom from fear - which, translated into world terms means, world wide reduction of armaments to such a point in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any nation anywhere in the world."



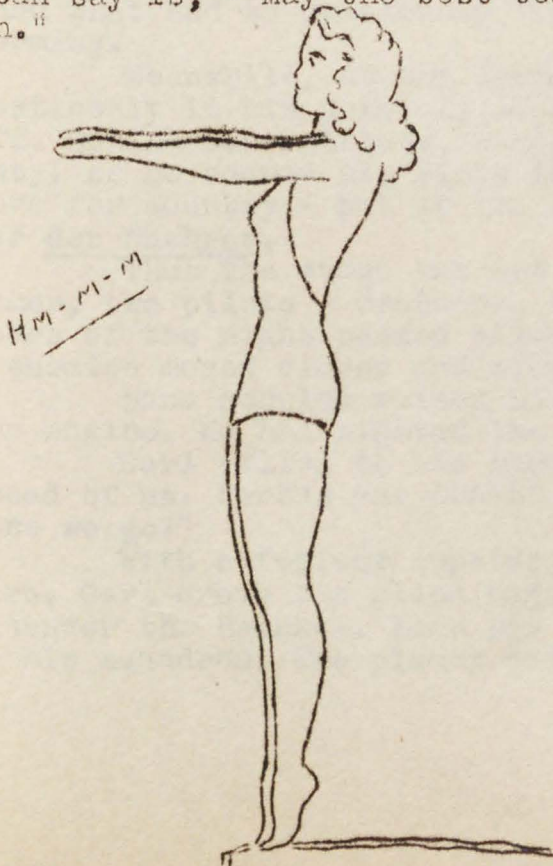
Sports Slants

The intra-mural baseball season has finally come to an end. There have been many interesting ball games turned in by teams in both leagues.

The navy teams have been battling fiercely so that they could represent their respective teams in the coming championship games.

The Cook C-ist team really went to town in the American league and walked away with the laurels in that division. In the national league, Cook A's 2nd. team won the penant.

The two rivals will soon meet in the championships. From this corner it looks like a pretty even toes-up. Each team is strong in almost every position. This reporter has seen both teams in action but refuses to go out on a limb and make a prediction. The only thing I can say is, "May the best team win."



A SAD TALE

by J.A. Kapteyno

There once was a man,

O'Hallahán,

Who swore off goils.

The result recoils,

Becuase of this restriction,

A basic contradiction

Of his fundamental

Elemental

desire.

His fire

Was thus devoid,

So tells us Freud,

Of satisfaction.

Erotic action

Was denied him;

The outlook very grim.

His only hope

Lay in the rope,

And so himself he dangled,

Neatly strangled

From an attic beam.

But lest we seem

Degenerate,

His years, my dears,

Were eighty-eight.

The Pattern of War Propaganda

F.E.Slejzer, V-12

The fateful year, 1944! Men of all races, colors, and creeds have ventured forth to meet the bloody horrors of war - to offer themselves in sacrifice, if need be, for the preservation of a free way of life. Every corner of the world has been polluted by the intermingling of the blood of the innocent with the blood of the guilty. In June, the arm of retribution grasped the Nazi arsenal as Allied Armies swept through Normandy.

At a German outpost in France, the loudspeaker blared forth in the pilots' quarters, where soldiers were lounging in groups - some talking in subdued tones, some sullenly silent. Instantly, the pilots stood erect, adjusted their uniforms with hurried fingers, and remained at attention in the typical Nazi manner. "Hans Schultz, of Squadron three! Report for duty immediately!" At this, a youth in his early twenties, tall, blond and husky, with deep-set glassy eyes, strode out of the room.

At that precise moment, another loudspeaker announced a similar message at an American base in England. "Carl Schultz, report for reconnaissance flight over enemy territory." Carl was a tall youth. In the American fashion, he eagerly jumped to his feet, slapped his neighbor good-naturedly on the back, and exclaimed, "Well, it has come, Bill, and I'm glad I'm having a part in it. If only Hans-," he mused. "But now is no time for brooding. Wish me luck, fellows!" Amid cheers of his co-pilots, he walked jauntily from the room.

The signal was given. Carl's plane climbed triumphantly into the darkened shadows of the night. Carl's face shone in the moonlight, for his heart was overflowing with love of freedom and America - the land that had so graciously received him when he immigrated from Germany.

Meanwhile, at the German base, all was in readiness. Hans sat restlessly in his Heinkel, impatiently awaiting the command to take off. Behind his ruthless, hardened features lay his will to do his duty. As he roared his plane into the sky, his thoughts did not reflect love for country - but of his superiority and the necessity to conquer for der Fuehrer.

Thus the stage was set as the two planes sped toward each other, two pilots - brothers, two motives, two ideals. As the early hours of the night passed silently into the annals of time, two planes - enemies moved closer and closer.

Hans Schultz raised his voice above the low, steady drone of the engine. He had sighted the enemy.

Carl called to his gunner, "Get set, Joe. There's one right ahead of us. Here's our chance to give them the hell they deserve! Here we go!"

With a furious impetus, the planes spurted sporadic streams of fire. Carl drove his plane higher and higher in an attempt to outmaneuver the Heinkel. Hans was a good pilot, however, perhaps the best in his squadron. The planes zoomed, soared, swooped and dived. The

battle was on - not an ordinary battle - for it was brother versus brother - though they knew it not.

Suddenly both planes burst into flames, setting the sky aglow. Round and round they swirled, down, swirling earthward, two masses of blood-red flames. Carl succeeded in bailing out, and landed safely. With typical American instinct to help his fellow man, he dashed toward the blazing cockpit of the enemy plane which had fallen closeby. He dragged out the limp form of the Nazi pilot, and he prepared to give him first aid treatment.

A pang of fear pierced Carl's heart as the face of the Nazi pilot was illuminated by the glow of the flames. "Hans" - The word formed on his lips, but not a sound came forth. All was still, except for the crackling of the burning planes. With unsteady hands, Carl managed to revive the wounded man. "Forgive me, Hans. If I had only known -."

Hans slowly opened his eyes and gazed steadfastly at Carl. A momentary expression of recognition appeared on his face. But the Nazi traditions of hatred triumphed over brotherly love. An expression of brutality once more marked his features. "So it was you. I should have known that you would be in the American army. It wasn't enough you left Germany, but now - you fight the Fatherland. Do not touch me with your filthy hands."

"But Hans, I am your brother, your own flesh and blood. I want only to help you."

"You, my brother! I disowned you when you left for America. You are an enemy to be destroyed. I want none of your help. Let me die my noble death for mein Fuehrer." Hans could hardly be heard. His life was fast ebbing away. Carl attempted to make him more comfortable. His heart glowed with brotherly affection. "Do not touch me!" the dying man insisted. "I - hate - you, --- traitor." He gasped this and nothing more.

Carl silently and humbly laid his brother's head upon the ground. Slowly he lifted his tear-filled eyes to the sky: "May the Lord have mercy on his soul."

He took one more look at Hans, sadly meditating: "You died a heroic death, Hans, but for a false ideal."

It Pays to be Smart

Three dollars went by the boards as no one submitted a prize-winning entry to the quiz in the last issue. Some of the questions had plenty of glue, being real stickers, and the answers are printed in a "lost and found" column elsewhere in this issue.

To compensate for the "Unkiar-Skelessi's of the last issue, here are some to which even my little nephew knows most of the answers:

1. If I toss a coin into the air ten times, and it falls heads, what are the chances that it will fall heads on the next throw also.?
2. What is the fatal letter ?
3. Who is generally regarded as having established the first navy ?
4. With what teams did the following play, before enterin the service?
(a) Ted Williams; (b) Pete Rieser; (c) Pinkey Higgins.
5. Name Connecticut's two United States Senators.
6. Name the professors holding these posts at Trinity. (a) Professor of History and Political Science. (b) Professor of English Literature; (c) Professor of Philosophy.
7. Name the three United States Secretaries of State since 1933.
8. What college in the United States had the largest enrollment last year?
9. Name any two of the seven .400 hitters since 1900.
10. If you saw these words on some postage stamps, from what country would they come ? (a) Deutsches Reich; (b) Magyar; (c) Helvetia:
11. What is the longest epic poem ever written ?
12. What states are known by these nicknames: (a) Buckeye State; (b) Empire State; (c) Tar Heel State:
13. Who is the only President who did not marry?
14. When did the "Star Spangled Banner" become our national anthem, 1814, 1861, or 1931 ?
15. One of these states has been on the winner's side in every Presidential election since 1860. Which is it ? Maryland, Connecticut, or New York.
16. Name either one of the two pitchers in the National League, who have pitched two no-hitters.
17. In what buildings at Trinity would you find the following ?
(a) Fine Arts Room; (b) Library; (c) Physics Lab.:
18. What war was supposedly fought because of a man's ear. (Hint; the war was declared in 1739)
19. What country receives it independence under the new Russo-Chinese pact ?
20. Was Napoleon drunk at the battle of Waterloo ?
(A Yes or No answer is expected.)

L.H.Feldman

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		48									

A cash award goes to the first person handing in a correct solution to this puzzle. Present your entries at the main office.

Horizontal

1. Popular nickname for Trin's teams.
8. Ugh! ugh! ugh! big chief! (initials)
11. First name of our comptroller.
12. Our enterprising business manager.
14. Third person plural, present indicative, of the Greek verb "to be." (with the first iota omitted)
15. Mr. Naylor's first love.
17. Trin's Browning expert (first two initials).
18. Where you go to get a good(?) workout.
19. English school slang: to light candles after hours.
20. Mr. Adams is to be found here (abbrev.)

Vertical

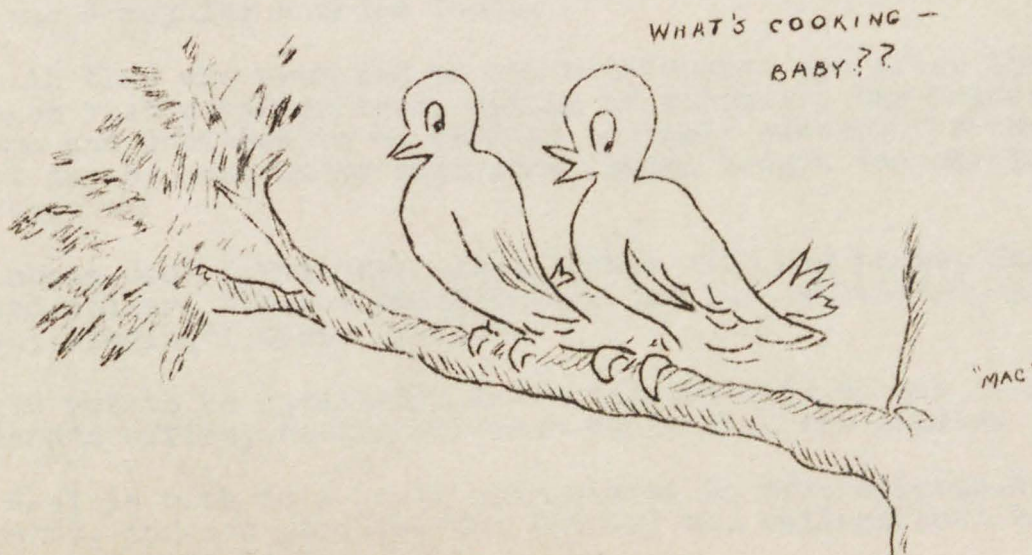
1. He collects ~~your~~ bills at Trin (initials).
2. Trin's director of athletics and baseball coach.
3. Our last president at Trin.
4. First two letters of one of Trin's buildings (Tripod meets there).
5. Name of our paper.
6. One of radio's most famous establishments (abbrev.).
7. When an acid interacts with a metal, one of the products is a -----.
8. Legendary heroine, would undoubtedly make Trin's track team.
9. German physiologist of the nineteenth century.
10. ----- 1776, gave us Selective Service.

Horizontal

21. Pet peeve of the black market-ers (abbrev.).
23. First two initials of Housman (the pessimist).
24. The big city (abbrev.).
25. To delay.
28. Chemical symbol of a metal whose valence is 2.
30. And so forth (abbrev.).
31. Water power experiment by the federal government.
32. He heads our summer school (initials).
34. The degree some of us hope to get.
35. In memory of his Commencement Day address, there is an inscription in front of Northam Tower.
38. "The great --."
39. Russian secret police.
40. Those studying for the profession of - (abbrev.) frequent Boardman Hall.
41. Pilots fear it most (abbrev.).
42. Proposition.
43. Initials of Trinity's new president.
47. Duke University is there (abbrev.).
48. Professor Barret's specialty.

Vertical

13. Noted Latin American rendezvous.
16. American Indian tent.
22. New British prime minister.
27. Trin's property manager; also (no relation) Sidney's favorite.
28. Donator of our library; affectionately known as "J.P."
29. German definite article (neuter).
32. If you borrowed a few shokels from me, I'd have you write out an ---, just to make sure.
33. Those who take the Rensselaar-Trinity course of study get this degree upon graduation from Rensselaar.
34. "Hartford's friendly department store (initials).
36. Grammatical mood (abbrev.).
37. French definite article (masculine).
38. He'll tell you all about Plato (initials).
43. Only state where 18-year olds can vote (abbrev.).
44. American political party of the 1850's which opposed foreigners (abbrev.).
45. French expression for "to be forwarded" (abbrev.).
46. Island, part of New York State (abbrev.).



The Birdy Under the Elm

Picture of Optimism -- John Segall, dressed in a zoot-suit with long key chain, chatting with Lt. Forshag.

Although the weather was not inducive for swimming, the Navy V-12 students made a success of their "Splash Party". Music was played by such name bands as Gene Krupa, Jimmy Dorsey, Vaughn Monroe, and a host of others. The

The conversation the next day ran like this: Bates: Say, was the girl you were with last night the one you have been raving about all the time? R.L.Schmidt: Yes, that's her. W-e-l-l, maybe she isn't so good-looking, but boy! what personality, what a sense of humor, what laughs (LAFFS)..(All we say to Schmidt is..Yes, what laugh

Our good friend F.C.Trozzi, Sp. Al/C, is back from his leave. It's good to see that hat again.

Have you ever wondered how "Frankie Boy" got his hugh followning , Ask Silvers from Cook A. He has about the most complete album of Frankie and his rise to glory, outside of Frankie himself. His rooting for Frankie would put any full-fledged bobby-soxer to shame.

Heils still making that weekly trip to New York. Things must be serious.

From the nautical phraseology that goes on in a certain professor's room, I would say that he is putting out to sea againg. This is the same faculty member who came ashore when the Freshman V-12 class arrived.

What has caused the change in Chief Fredricksen.? Since he returned from leave all he does is go around giving "tips" on how to stay out of what he calls "trouble".

Why is Sam Wolf staying out of the Associate Editor's room? He once was a regular boarder there.

The milk that was promised to the maintenance men after their last Strength Test never arrived, making it necessary for Peters, Schramm and Robinson to be carried to their classes for the rest of that day by none other than John (Luck) Reagan and Wm.(Tarzan) Godfrey.

Seen about Cook Dormitory: J.J. Nester with peg pants, English slotted collar, Windsor knotted tie, and three-buttoned sports-jacket, singing "I Dream of You".

A sight yet to be equalled: V-12 students walking out of Dean Copeland's office, having received their mid-term grades.

Cook A-41 is back to a quiet atmosphere. No more debates, discussions, arguments, and sea stories. The (Honor) was relinquished to the Jones-Segall Co, Inc.

Trinity's most faithful son, J. Troy, who isn't leaving the campus for one whole month. Of course there was some inducement to get him to stay.

Cook A's 2nd team is so confident of winning the softball championship of the school, that they are already making plans to spend the long week-end, which Lt. Conroy is giving the winner.

Has anyone failed to hear Reagan play the saxophone? He claims to be playing the notes as he sees them. If this is true, the welfare dept. ought to give him a pair of glasses for his birthday.

Cokes in the Recreation Hall are now back to the price of five cents each; the Coca-Cola company having ended the sale.

Reagan: "Company "BOO" Attention! please pay attention Company BOO"

Morale in the Mess Hall has risen ~~Now~~ that creamed beef (S.O.S.) has left the menu. The power of the press, you know.

Burrows and Reagan were outstanding Platoon Commanders.

Burrows: "Dress right, dress" Reagan: "Please dress right, fellows"

Seeley: voted as the man with the most ludicrous swagger and cadence on the campus.

Frank Tarte's remembrances of V-J Day are still with him. Evidences of this can be seen by the private Sick Bay which he maintains, (without a license) in Cook A-35.

See Bob Orenshall if you want to verify the rumor that one of the V-12 maintenance men is only half white.

" Hurrah! " exclaimed professor McNulty, " We all agree that Emerson was a great man - even Nirenstein agrees!"

It is reported that Ted Flowers' "limousine " actually made it to New York and back last week-end.

" But Gentlemen," explained professor McNulty, " it's impossible to tell a person" You must have faith!" That's just like ordering a man to go into that corner and don't think about dogs or cats, on pain of death."

The phrase, " With this ring, I thee Wed," became familiar again at Splash Party, When Coach Dan Jesse offered his hand in marriage, for the second time, to a southern belle. " Good luck, Coach ".

" Eliminate all those dots and dashes in your writing, Margraff," insisted Prof. McNulty. "Either you're writing a theme or sending Morse Code."

Vincent and Puffer are still hoping that their teams will come out on top.. Perverted egotism.

Just before Prof. McNulty, the faculty humorist, handed back some English themes, he asked " Miller, did you wake up this morning feeling that things would not go well today.?"

Sheldon Mitchell, our famous character, is forever in a state of exhaustion. I wonder why ?

In giving his reasons for the use of a certain comma, Flowers explain to the English Professor, " I just felt a comma coming on me." The English Professor remarked dryly, " Even though I'm not a stickler for punctuation, I think I'll "stickle" on that point."

Why be irritated if you have a cold ? Try Carter's "little liver removers.!" "

ProfessorxEmerson's chemistry classes are frequented by a five year old boy, who sits silently in the back of the hall. One day the little lad became bored earlier than usual and quietly left. " Oh!" remarked Nangy Wadsworth, " if only we could be so uninhibited."

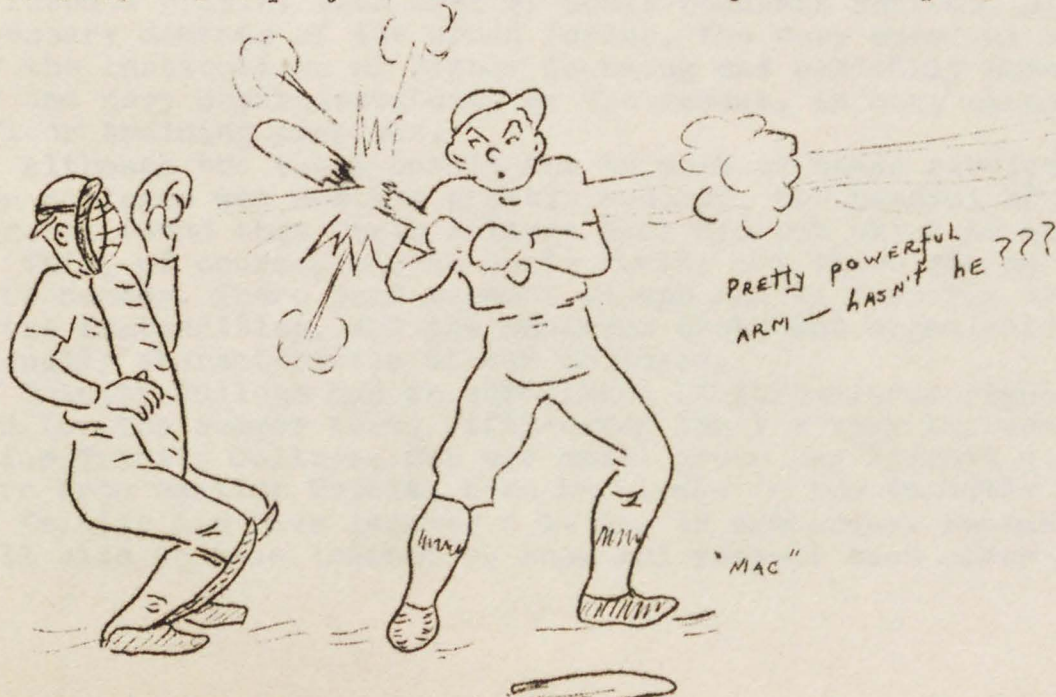
Ah-h-h-h EXAMS !!!!!

A man with a blind date is really dealing with an unknown, Doug Carter, chemistry wizard, suggests various tests-----

Where was everybody when the lights went out at the dance last Friday. You can bet your life they weren't home.

Dean Hughes entertained President-elect Funston at his home over the Labor Day Week-end.

Our famed editor has a surprizing talent for getting around with the opposite sex. We hope you have benefitted by his example.



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EDITORIALS

We Have Stood the Test

When the United States entered the war, the colleges of our nation faced a crisis. With most of their students snatched away by the necessary demands of the armed forces, the very survival of many of the institutions of higher learning was seriously threatened. The war and navy departments came to the rescue, in many cases, with the officer training programs.

Although the total enrollment in most of these servicemen-civilian colleges was not too greatly reduced, the handful of civilian students found that their college life did not exist as it had before. This, of course, was no one's fault; and there was no immediate remedy. There just weren't enough men to form the athletic teams, the fraternities, and the numerous clubs and organizations so traditionally characteristic of our colleges.

Trinity College had an enrollment of fifty-seven regular students for the summer term. Fifty-seven isn't a very impressive figure for Trinity College. But our small group has learned a great deal more from wartime Trinity than knowledge in the academic field.

Trinity men have learned a lesson in democracy. Because of our small size we have learned to know and respect each other as

individuals. There has been no impersonality of intercourse to isolate the man from the crowd. We have done things together; we have really learned to know each other through working together. The faculty members have been helpful in encouraging the organization of the softball league, the tennis tournament, and the school magazine. The picnic and splash-darce are examples of faculty planning and student support. We have **achioved** a unity in effort and achievement. We are a family of friends.

When the new term begins we expect a substantial increase in the college enrollment. As Trinity returns to normal, we can look back upon our wartime college and see a period of advancement and triumph.



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